



## Abbeville County School District School District

400 Greenville Street  
Abbeville, SC 29620.00

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	3,150 Students	
<b>Superintendent</b>	Dr. Ivan Randolph	864-366-5427
<b>Board Chair</b>	Dr. Bill Crenshaw	864-379-8411

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL DISTRICT REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Excellent</b>	<b>Good*</b>
2011	Excellent	Average
2010	Good	Excellent
2009	Average	At-Risk
2008	Average	Average

\* The District's 2012 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

### SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

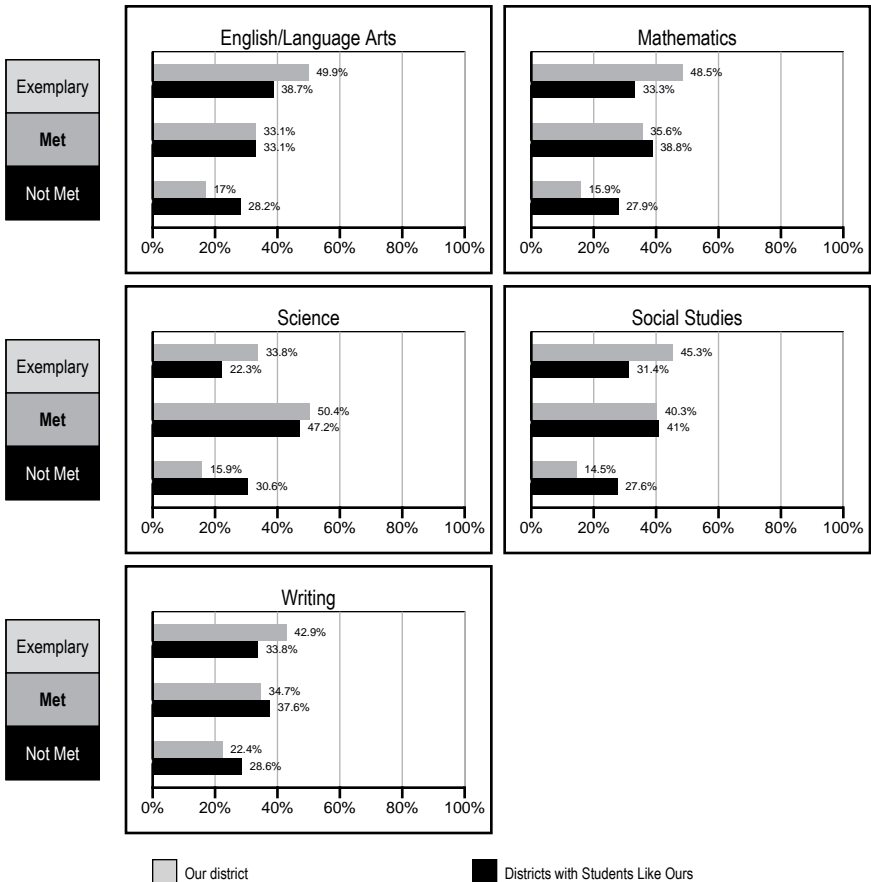
97.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
5	5	14	1	1

\* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2010	2011	2012	2010	2011	2012
Passed both subtests	84.3%	82.3%	86.9%	75.7%	76.4%	77.3%
Passed one subtest	7.4%	9.1%	8.9%	12.2%	12.8%	13.3%
Passed no subtests	8.3%	8.6%	4.2%	12.1%	10.8%	9.3%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	89.7%	81.7%
English 1	74.9%	67.6%
Biology 1/Applied Biology 2	69.4%	71.9%
US History and the Constitution	58.4%	45.5%
All Subjects	74.2%	67.2%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	228	220	531	503
Number of Graduates in Cohort	190	169	396	383
Rate	83.3%	76.8%	75.5%	76.0%

\*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	229	225	541	525
Number of Graduates in Cohort	185	193	392	407
Rate	80.8%	85.8%	73.8%	78.5%

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

## District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=3,150)</b>				
First graders who attended full-day kindergarten	99.1%	Down from 100.0%	99.4%	99.3%
Retention rate	2.1%	Down from 2.2%	2.2%	2.0%
Attendance rate	96.4%	Down from 97.1%	96.0%	96.1%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.2%	0.4%	0.6%
Enrolled in AP/IB programs	1.1%	Down from 3.4%	9.7%	13.5%
Successful on AP/IB exams	N/A	N/A	50.0%	49.9%
Eligible for LIFE Scholarship	38.0%	Up from 37.1%	32.1%	30.3%
Enrolled in adult education GED or diploma programs	69	No Change	69	59
Completions in adult education GED or diploma programs	38	Down from 39	38	31
Annual dropout rate	1.0%	Down from 2.9%	3.1%	2.7%
<b>Teachers (n=225)</b>				
Teachers with advanced degrees	64.0%	Up from 61.4%	63.0%	62.4%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.3%	Up from 90.4%	91.4%	91.1%
Teacher attendance rate	95.4%	Down from 95.9%	95.1%	95.1%
Average teacher salary*	\$46,906	Up 1.1%	\$46,892	\$46,595
Vacancies for more than nine weeks	0.4%	Up from 0.0%	0.1%	0.1%
Professional development days/teacher	6.4 days	Up from 6.3 days	13.7 days	12.4 days
<b>District</b>				
Superintendent's years at district	7.0	No Change	4.0	3.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 19.1 to 1	22.1 to 1	21.7 to 1
Prime instructional time	91.2%	Down from 92.3%	89.7%	89.9%
Dollars spent per pupil**	\$9,370	Down 3.4%	\$9,040	\$8,866
Percent of expenditures for teacher salaries**	56.3%	Down from 57.6%	52.9%	53.1%
Percent of expenditures for instruction**	57.6%	Down from 59.8%	55.1%	55.9%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	9	No Change	8	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	2.1%	Down from 4.2%	1.1%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	9.0	No Change	8.0	8.0
Parents attending conferences	91.3%	Up from 88.8%	99.6%	99.5%
Average administrator salary	\$72,805	Up 1.0%	\$77,514	\$77,744

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	185	91.4%	795	74.2%	220	76.8%
<b>Gender</b>						
Male	100	92.0%	400	75.8%	121	76.0%
Female	85	90.6%	393	73.0%	99	77.8%
<b>Racial/Ethnic Group</b>						
White	105	92.4%	472	81.6%	125	77.6%
African American	78	89.7%	299	62.9%	93	75.3%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	12	83.3%	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>						
Disabled	21	38.1%	61	44.3%	23	34.8%
<b>Migrant Status</b>						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>						
Subsidized meals	113	89.4%	478	68.6%	144	70.8%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2012

	Our District	Districts with Students Like Ours
Percent	91.4%	90.5%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2011	2012	2011	2012	2011	2012	2011	2012		
District	467	452	475	463	434	434	1376	1350		
State	479	477	489	487	459	458	1427	1422		
Nation	493	491	506	505	482	481	1481	1477		
ACT	English		Math		Reading		Science		Total	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
District	18.4	19.0	19.9	20.0	19.4	19.5	19.9	19.1	19.5	19.5
State	19.0	19.1	20.1	20.1	20.0	20.1	19.9	19.9	19.9	19.9
Nation	20.6	20.5	21.1	21.1	21.3	21.3	20.9	20.9	21.1	21.1

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School District Governance

Board Membership	9 trustees elected to single-member seats
Fiscal Authority	District Board/County Council
Average Number of Hours of Training Annually	10.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Abbeville County School District is committed to fulfilling our vision as a model of excellence in education. Even in difficult and challenging financial times, the 2011-2012 school year proved to be another very successful year for Abbeville County Schools. Abbeville County Career Center, Cherokee Trail Elementary, Diamond Hill Elementary, John C. Calhoun and Westwood Elementary received the prestigious Palmetto Gold Award, while Wright Middle School received the prestigious Palmetto Silver Award. In Closing the Achievement Gap, John C. Calhoun Elementary received a gold award, whereas, Dixie High School and Diamond Hill Elementary received silver awards. Another impressive accomplishment is that this year's graduating seniors received many scholarships. I have commended the dedicated educators who have continued their efforts to take educational opportunities for our students to an even higher level of learning and success.

While it is our hope that every student, teacher and staff member takes pride in the improved instructional performance of our young people, areas that require our attention still remain. We are continually searching for more effective ways to improve the instructional environment for all of our students in Abbeville County. As always, we will focus our resources at the classroom level. Dual Credit Courses, advanced placement courses, virtual classes through the South Carolina Virtual School Program and the addition of a pre-engineering course available at the career center are just a few of the resources we utilized this year. We continue to improve our use of technology in the classroom with the installation of more SMART boards, SMART tables and by upgrading our computer labs at several of our schools. This technology provides teachers with the tools to bring lessons to life while capturing the attention of and further engaging students in the learning process. As a district, we are making a conscious effort to live up to our mission to develop proficient, creative, self-motivated students by providing quality educational opportunities in a safe, nurturing environment. It is our desire that this environment will support innovations and encourage lifelong learning.

With the support of our school board and the dedication of our teachers, administrators, support staff, students and parents, Abbeville County School District strives to continue to be a model of excellence in education.

Ivan Randolph, Ph.D.

## ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

<b>Overall Weighted Points Total</b>	<b>89.1</b>
<b>Overall Grade Conversion</b>	<b>B</b>
Points Total - Elementary Grades	89.1
Points Total - Middle Grades	89.4
Points Total - High School Grades	88.4

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator (Title I Schools)

The Abbeville County School District School District consists of 9 public schools with 4 of these schools, or 44.4%, in improvement status.

School	Status
John C Calhoun Elementary	Reward-Performance
Westwood Elementary	Focus
Cherokee Trail Elementary	Reward-Performance
Diamond Hill Elementary	Reward-Performance

## Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	676.7	675.3	650.2	662.3	99.9	100.0
Male	672.7	673.6	654.2	664.6	100.0	100.0
Female	680.9	677.1	646.0	660.1	99.9	100.0
White	691.6	687.8	664.2	672.9	100.0	100.0
African American	653.6	655.6	627.6	645.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	N/A	N/A	N/A	N/A	95.5	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	627.2	625.1	610.4	620.0	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	97.6	100.0
Subsidized meals	662.5	662.5	638.6	650.9	99.9	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

Grades 6-8

All Students	657.6	661.0	646.9	647.0	99.9	100.0
Male	655.7	660.2	650.4	652.8	100.0	100.0
Female	659.7	662.1	642.8	640.2	99.9	100.0
White	666.5	669.8	655.1	650.6	100.0	100.0
African American	642.6	646.2	632.1	641.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	N/A	N/A	N/A	N/A	95.5	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	603.3	610.6	598.7	606.1	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	97.6	100.0
Subsidized meals	646.3	650.0	637.1	635.0	99.9	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

Grades 9-12

All Students	234	240	75	70	96.4	95.9
Male	231	237	75	71	95.4	94.4
Female	237	243	75	68	97.3	97.3
White	239	244	83	73	98.4	98.4
African American	226	232	65	66	94.1	92.9
Asian/Pacific Islander	222	216	N/A	N/A	100.0	100.0
Hispanic	231	249	N/A	72	85.7	85.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	208	207	59	66	95.2	90.5
Limited English Proficient	N/A	N/A	N/A	73	N/A	N/A
Subsidized meals	230	236	71	68	96.9	96.1
Annual Measurable Objective (AMO)	223	220	76	71	95	95

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	247	100	11.5	22.2	66.2	88.5
	4	272	99.6	18	39.1	42.9	82
	5	242	100	17.3	42.6	40.1	82.7
	6	246	100	26.7	34.1	39.2	73.3
	7	234	100	21.4	31.9	46.7	78.6
	8	225	100	26.1	39.9	33.9	73.9
2012	3	220	100	10.4	18.4	71.2	89.6
	4	243	100	12.9	40.5	46.6	87.1
	5	273	100	15.2	38.6	46.2	84.8
	6	235	100	21.8	27.9	50.2	78.2
	7	235	100	19.7	36.5	43.8	80.3
	8	237	99.6	21.3	36.1	42.6	78.7
Mathematics							
2011	3	247	100	12.8	25.6	61.5	87.2
	4	272	99.6	14.6	39.1	46.4	85.4
	5	242	100	17.3	32.9	49.8	82.7
	6	246	100	12.1	40.9	47	87.9
	7	234	100	18.8	39.7	41.5	81.2
	8	225	100	18.3	48.2	33.5	81.7
2012	3	220	100	13.2	22.6	64.2	86.8
	4	243	100	10.8	39.7	49.6	89.2
	5	273	100	16.7	31.4	51.9	83.3
	6	235	100	14.4	36.2	49.3	85.6
	7	235	100	18.5	40.3	41.2	81.5
	8	237	99.6	22.2	44.3	33.5	77.8
Science							
2011	3	123	100	25.2	40.3	34.5	74.8
	4	272	99.6	18.4	56.7	24.9	81.6
	5	123	100	32	41.8	26.2	68
	6	124	100	26.3	55.1	18.6	73.7
	7	234	100	19.2	52.4	28.4	80.8
	8	112	100	21.1	35.8	43.1	78.9
2012	3	107	100	28.2	43.7	28.2	71.8
	4	243	100	9.5	65.9	24.6	90.5
	5	139	100	11.9	45.5	42.5	88.1
	6	116	100	21.7	53.9	24.3	78.3
	7	235	100	17.2	40.8	42.1	82.8
	8	119	100	14.7	47.4	37.9	85.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	124	100	9.6	33.9	56.5	90.4
	4	272	99.6	16.9	48.3	34.9	83.1
	5	119	100	27	33	40	73
	6	123	100	13.9	49.6	36.5	86.1
	7	234	100	24.9	38.9	36.2	75.1
	8	113	100	22	38.5	39.4	78
2012	3	113	99.1	12	33.3	54.6	88
	4	243	100	5.6	45.3	49.1	94.4
	5	134	100	18.5	38.5	43.1	81.5
	6	120	100	16.5	44.3	39.1	83.5
	7	235	100	21.9	37.8	40.3	78.1
	8	118	100	13.9	40.9	45.2	86.1
Writing							
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	242	99.2	23.3	35.2	41.5	76.7
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	224	98.7	23.7	45.1	31.2	76.3
2012	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	272	98.5	22.7	32.7	44.6	77.3
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	236	99.2	21.8	37.1	41	78.2

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2011	N/A	99.5	10.6	26.1	37.2	26.1	67.1
	2012	222	96.4	8.3	29.1	36.4	26.2	72.8

Mathematics								
All Students	2011	N/A	99.5	14.0	28.0	26.1	31.9	66.7
	2012	222	95.9	7.3	25.2	32.0	35.4	76.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.0%	0.0%	No
Student attendance rate, grades K-8	96.4%	94.0%*	Yes

\* Adjusted to account for natural variation in performance.

\*\* Or greater than last year

Abbreviations for Missing Data

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